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act proportions. The familiar fruits will be weighed, dried, and reweighed to find loss by evaporation. Percentage will be taught here as the simplest means of expressing proportions.

Reading and Dramatic Art: Bits of characteristic literature, giving glimpses of the former national life of some of the people of the city, have been selected for the children's reading, or for telling to them. *The Tar Baby* will be told as a typical negro story, and the Siegfried myth will probably be dramatized as an aid to the comprehension of the Scandinavian peoples. In addition, stories will be selected from *Greek Folk-Lore* (Riverside edition), Scudder's *German Folk-Lore*, *Chinese Folk-Lore*, and the lives of Giotto, Fra Angelico, and Raphael.

French: Correlated with cooking. Making and serving of simple dishes. Memorizing and singing of *La Bergere*. During these occupations the French language will be exclusively used. (See Outline for French, page 151.)

Music: Chinese, German, Italian, Russian, and Greek lullaby songs will be taught by rote; also, *Foreign Children*, by Eleanor Smith, and *Sweet October*. Children will be encouraged in solo-singing, and will be asked to compose original text and music for their own little songs. These original compositions will be written for them, and will thus form the beginning of the study of musical notation.

Fifth Grade

Willard Streeter Bass

History: Subject—The Settlement and Early Industrial Development of New England.

New England an Important Source of the Present Population of Chicago: Ask children where the people they see around them came from, in particular, where the native "Americans" or their parents came from. Find how many of the children are descendants of people who came from Eastern states, in particular from New England.

New England: Describe the principal occupations and industries of New England, and show pictures of typical landscapes. Describe somewhat the land and the people.

First Permanent Settlement in New England: Show pictures of the Mayflower and the Pilgrims off Cape Cod. Describe the search for a place to found a settlement. Give reasons for the site finally selected. Draw a map of, or mold in sand, Plymouth and its surroundings, showing the good harbor, the slope already cleared by the Indians and the hills commanding views of the surrounding country and the sea.

Government of Plymouth Colony: Describe the fears for lawlessness and disorder which troubled the company on the Mayflower. Have children see how this led to the compact on the Mayflower, and to the election of a governor.

First Years of Plymouth Colony: Describe briefly the sufferings of the first winter, the relations with the Indians, including the treaty with Massasoit, the success of the first summer, and the anxieties of the next few years until the firm establishment of the colony.

Communism: Describe the system of common ownership of land and property employed at Plymouth, its causes and its effects. Discuss the reasons which led to its abandonment at Plymouth, and how the arguments which Governor Bradford gave against communism are applicable to present socialism. [See Hart, *American History Told by Contemporaries*, Vol I, pp. 352, 353.]

Reasons Why Puritans Came to New England: Tell of the formation of Separatist churches, of the opposition of James I. to them and his resolve to "harry them out of the land," and of the annoyances which led the congregation at Scrooby to emigrate to Holland and thence to America.

The Great Puritan Exodus: Tell of the attempt of Charles I. to govern without a parliament, and how great numbers of Puritans, fearing the loss of their political liberties, resolved to follow the pilgrims to America, and established a state in which they might secure their own civil and ecclesiastical institutions. Draw a map of New England showing the position of the various colonies and towns founded between 1629 and 1640.

Geography of New England: Study by means of pictures and descriptions the topography of New England, the character of the soil, the rivers, the forests, the harbors, the water-power, the hills, bowlders, and glacial débris, and the climate. Consider what things will probably grow and what industries will be possible and profitable under such conditions.

Occupations and Industries of Colonists: 1. Agriculture. Have pupils reason about the great need for this industry, about what kinds of things will grow in New England, whether a staple product is possible, whether this will lead to large farms or small, and whether slave labor will be likely to prove profitable. 2. Manufactures: Show how the lack of any staple product for export makes great need for manufactures, and how the excellent water-power makes them possible. Notice how the uniformity of agriculture discourages trade and encourages home manufacture, and on the other hand that the tendency of the Puritans to settle in villages encourages trade; and note the early establishment of grist mills, tanneries, mills for weaving cloth, etc. 3. Fishing. Show that the conditions for this industry were so favorable that it soon furnished a leading export of the colony.

Homes and Family Life of Colonists: Show pictures of Fairbanks house in Dedham and other very old houses. Visit museums and examine colonial household utensils and furniture. Find out how the cooking was done and begin to learn the processes of spinning and weaving. Make a vivid word picture of an evening in a colonial home; show the occupations of each member of the family. Let the pupil attempt to draw or paint such a picture.

References:

For maps:

Drake, *The Making of New England*, pp. 77, 81, 156, 161.

Winsor, *Narrative and Critical History of America*, Vol. III, p. 272.

For history and government of Plymouth Colony:

Hart, *American History Told by Contemporaries*, Vol. I, pp. 344–349, 356–359.

For home and industrial life in the colonies:

Earle, *Home Life in Colonial Days*.

Howe, *The Puritan Republic*, pp. 130+; pp. 153+.

General references:

Fiske, *The Beginnings of New England*.

Doyle, *English Colonies in America*.

Lodge, *English Colonies in America*.

Eggleston, *The Beginners of a Nation*.

Children's Reading: Nina Moore, *Pilgrims and Puritans*.

Jane J. Austin, *Standish of Standish*.

Geography: Subject — Glaciers and glacial action about Chicago.

Study of the topography at Stony Island, Glencoe, and other places which show evidence of glacial action.

Preparation for field-work. Use of compass and clinometer.

Visit Stony Island. Observe general form of the hill. Measure the inclination on the north and the south sides. Notice the composition of the rock. Look for loose material, soil, and pebbles. See how the latter differ from the rock. Look for striations on rock and pebbles. Observe the direction of striations on rocks. Make a sketch of some characteristic portion of the hill.

Discuss data obtained at Stony Island. Model the hill in sand. Ask questions about the causes of the present conditions there. Write description of the trip and the place.

Visit drift areas in Glencoe. Observe the material of the drift and the forms in which it is left. Look for pebbles which show scratches.

Visit brickyards and other excavations in Chicago.

Discuss all data obtained together. Ask questions concerning causes of the above appearances.

Compare the topography and landscape about Chicago with that of New England as studied in history.

References:

Chamberlain, *Terminal Moraines of Second Glacial Epoch;* Third United States Geological Survey, pp. 295–482; Salisbury, *Geography of Chicago and Its Environs;* Wright, *The Ice Age in North America;* Lyell, *The Principles of Geology*, Vol. I, pp. 359–383; Tarr, *First Book of Physical Geography*, p. 294.

Nature Study: Preparation for systematic observation of the weather as a basis of determining its effect upon plant and animal life.

USE OF THERMOMETER.—Explain principle of thermometer and how it is read. Explain maximum and minimum thermometers. Have pupils take two daily readings from ordinary thermometer, and one reading from maximum and minimum thermometers.

USE OF RAIN GAUGE.—Take daily observations.

USE OF SKIAMETER.—Have pupils make a skiameter and measure the morning and noon elevation of the sun at least twice in the month. Measure the hourly change in elevation at least once.

DAILY WEATHER RECORD.—Keep daily weather record, using the color chart described in Jackman's *Nature Study in the Grammar Grades*, p. 37. Record the amount of sunshine, of cloudiness and rainfall, the temperature and the prevailing direction of the wind. At the end of the month compute the percentage of fair, cloudy, and rainy days of the whole number of days in the number of days in the month, and represent the percentages by rectangles of colored paper.

FROST.—Watch carefully for the first frosts. Notice the conditions under which they are formed, *i. e.*, temperature, clearness of sky, etc.

DISTRIBUTION OF SEEDS.—Visit typical areas, such as a hillside, the bank of a stream, a marsh, and woodland. Collect branches bearing seed-pods. Classify the seeds according as they have adaptations which favor their distribution by (1) wind; (2) water; (3) animals; (4) man. In the last two classes distinguish between edible and inedible fruits. When the seeds are classified mount them by sewing them upon stiff cardboard. Find the percentage of the seeds from each area which fall into each class.

EFFECT OF FROST UPON PLANTS.—Notice the frost upon (1) perennials, the coloring and fall of leaves, the opening of burrs, the fall of nuts, etc.; (2) upon biennials, the death of the upper part of the plant, and the life preserved in the fleshy root; (3) upon annuals, death of all the plant save the seeds.

References:

Jackman, *Nature Study in the Grammar Grades*, pp. 53–67; Lubbock, *Flowers, Fruits and Leaves*, pp. 52–72; Gage, *The Great World's Farm*, pp. 246–277; Kerner, *The Natural History of Plants;* Translated by F. W. Oliver. Half Vol. IV, pp. 833–878.

Number Work

From data obtained with the skiameter find: (1) the area of level surface covered at noon by a column of sunshine of unit cross-section; (2) the area covered at 8, 9, and 10 o'clock by the same column; (3) the ratio of the intensities of illumination in the four cases. Express this ratio as a per cent.

From the data obtained in the work on seeds find what per cent of the seeds studied are adapted for distribution by the wind; what per cent by water; what per cent attach themselves to animals; what per cent have the seed enveloped in an edible wrapping; in what per cent the seed itself is edible. Do the same thing with the seeds found on each of the typical areas studied, and compare the results.

From observations obtained with the rain-gauge compute the quantity of water in barrels and tons falling during a heavy rain upon: (1) a city block; (2) upon Lincoln Park (about 400 acres). Find the whole quantity falling during the month. Find out the average rainfall for October from the weather records, and compare the rainfall the present October with it. Express the result as a per cent.

From data in the weather record find the per cent of days in October which have been fair, cloudy, and rainy.

Languages

English: WRITTEN WORK.—A description of the trip to Stony Island and the appearances observed there, with suggestions for the causes which produced them.

A summary of the means by which seeds are distributed.

A summary of the results of the pupil's study upon the effects of frost upon plants.

Original stories of child life among the Puritans.

German: Training of the ear. Elements of reading and writing. Appropriate reading and writing exercises. (See Outline for German, page 154.)

French: Correlated with the distribution of seeds. Collections of seeds. Making of boxes for the collections. Stories: *How Potatoes Were Introduced into France; The Introduction of Tobacco into England.* All conversation during this hour carried on exclusively in French. (See Outline for French, page 151.)

Dramatic Reading: Study of manners, dress, and home life of the Puritan colonists.

Dramatization and presentation of historical and imaginary scenes in Puritan life. Conduct of a town meeting after the Puritan model.

Study of Longfellow's *Miles Standish*. Oral reading of some of its dramatic parts.

Training in the correct utterance of the vowel sounds.

Art, Arts and Crafts

Music: *Sweet October*, Second Book Modern Music Series; *Harvest Song*, Text by Chadwick; Songs of Life and Nature.

Characteristic Puritan Hymns:

Round, Second Book Modern Music Series.

Painting: Landscape, special study of change of colors due to action of frost. Rapid painting of seeds, showing structures which aid in their dissemination. Painting of branches bearing ripe fruit, showing color relation between leaves and fruit.

Modeling: Experiments in pottery.

Textile Art: Making Puritan costumes. Spinning of wool. Weaving of homespun.

Manual Training: Making of wooden frames to hold painting canvas.

Making of skiameter.

Beginning of the construction of a colonial loom.

Physical Training: Fundamental gymnastics, games, plays, and recreation in and out of doors. Measurements, physical examination, sense tests, and fatigue tests.

Sixth Grade

Edith B. Foster

History: The subject for the month is CHINA.

The study of China will appeal strongly to the interest of the children because of the present troubles in that country. The aim at the outset will be to make the people and life of the far-away place real to the children through its relation to the life of the Chinese in Chicago and in America, — a matter of which they have a little first-hand knowledge. To the end that they may collect and relate their present unorganized information, various questions will be asked, somewhat as follows:

What do you know of the Chinese in Chicago? In America? Describe the appearance and dress of a Chicago Chinaman. (A composition may be written in this connection and illustrated by the pupil.) Have you ever seen Chinese writing? Where? What was it like? What are the principal foods of the Chinese? What do we get from China? What are the occupations of the Chinese in Chicago? Where do they live? Do they mingle with the white people? Where is the largest Chinese population in the United States? Why did so many Chinese come to this country? What is the attitude of Americans toward them? How have they expressed that attitude? How do you account for this attitude?

After this present knowledge has been organized and expanded, the work will proceed upon the following plan:

I. What have you read about China in this week's newspapers?

II. How do America and Europe come to be involved with China? A. The missionaries; B. The embassies.

III. Why are the nations enough interested in China to send embassies? A. Value of Chinese products. 1. Rice, tea, silk, opium, lacquered ware, porcelain.

IV. Reason for diversity of products: A. The country has great extent in latitude. 1. The coast line from the north of the Yalu in Corea to that of the Annam in Cochin-China is nearly 4,400 miles. B. The topography of the country is extremely varied. 1. Delta region. 2. Great plain. 3. Mountain regions.

V. Difficulty of establishing relations with the Chinese: A. Exclusiveness of the people, caused by — 1. Fertility of their soil. This enables them to get along without help from outside their own borders. The fields in the loess have probably been cultivated continuously for over 2,000 years, and yet yield two and three crops a year. 2. Mountains, sea, and deserts